

EQUALITY AND DIVERSITY POLICY

This model policy will apply to both teaching and non-teaching staff working in Wiltshire Schools has been agreed with the following recognised unions: NEU, NAHT, NASUWT, ASCL, Unison, Unite and GMB

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What is it?

1. The Equality and Diversity procedure and policy details the schools approach to equality and diversity to ensure fair and lawful practices and procedures at all times throughout recruitment and employment. This policy is closely linked with the Dignity at Work policy and takes in to account changes under the Equality Act 2010.

Who does it apply to?

2. This policy and procedure applies to all employees and prospective employees (job applicants and prospective job applicants) of Ludgershall Castle Primary School.

3. The school is also committed to equality in relation to all workers, contractors, sub-contractors, consultants, agency workers, employees on secondment from other organisation, governors and volunteers and these groups are expected to adhere to the principles set out in this policy and procedure whilst undertaking work or tasks for the school.

4. The Equality Act 2010 also extends protection against unlawful discrimination to ex-employees. The school will be mindful of this in relation to matters concerning ex-employees including the provision of an employment reference.

When does the policy apply?

5. This policy and procedure applies at all times including prior to employment, during the recruitment process, and throughout employment at the school / academy.

When does the policy not apply?

6. There are no exemptions under this policy.

The Public Sector equality duty

General equality duty

7. It is a legal requirement under the Equality Act that all schools and academies are required in the exercise of their functions, to have due regard to the need to:

   - Eliminate discrimination, harassment and victimisation and other conduct prohibited by the Act.
   - Advance equality of opportunity between people who share a protected characteristic and those who do not.
   - Foster good relations between people who share a protected characteristic and those who do not.

8. These are often referred to as the **three aims** of the general equality duty.

9. The Equality Act explains that the second aim (advancing equality of opportunity) involves, in particular, having due regard to the need to:

- Remove or minimise disadvantages
- Take steps to meet different needs
- Encourage participation where it is disproportionately low.

10. The Equality Act clarifies that meeting different needs includes (among other things) taking steps to take account of disabled people's disabilities. It describes fostering good relations as tackling prejudice and promoting understanding between people from different groups. It explains that compliance with the general equality duty may involve treating some people more favourably than others.

11. To comply with the general equality duty, a school needs to have due regard to all three of its aims. Further information about the general and specific equality duties are also set out under the section on workforce monitoring in this policy.

What are the main points?

12. The school is committed to employment policies, procedures and practices which do not discriminate unfairly or unlawfully against anyone and which promote equality and diversity for all and aim to ensure equality of outcome through equality impact assessment.

13. On coming in to force on the 1 October 2010 the Equality Act 2010 consolidated and harmonised much of the previous discrimination legislation (which has now been repealed) and introduced some new changes which have been built in to this policy and procedure as appropriate. Further details about the changes can be found in ACAS guide The Equality Act – What's new for employers? and in the guide to the equality and diversity policy and procedure as well as the guide to recruitment - Equality Act 2010 update. In brief the main areas of change following the implementation of the Equality Act 2010 are set out below:

- identifies nine characteristics which are protected under the act from direct and indirect discrimination, harassment and victimisation in services and public functions, premises, work, education etc;
- introduces the concept of discrimination arising from disability;
- prevents employers asking questions relating to an employee's health by restricting when employers may ask any pre-employment health questions;
- increases the powers of employment tribunals;
- applies the definition of indirect discrimination to all protected characteristics;
- extends protection to people who are associated with a person who has a protected characteristic or in circumstances where a person is discriminated against because they are perceived to have a protected characteristic;
- makes provision for pay gap information relating to gender to be published;
- allows positive action in regards to recruitment and promotion.

14. The 'protected characteristics' which qualify for protection from discrimination under the act include:
    - Age
    - Disability
    - Gender reassignment
    - Marriage and civil partnership

- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

15. This policy and procedure also sets out details of the different types of discrimination.

16. This policy and procedure also provides details of:
    - how the school will apply this policy to other school employment policies and procedures
    - how the school will monitor this policy
    - the rights and responsibilities of everyone to whom the policy applies
    - what is acceptable and unacceptable behaviour at work
    - how to raise a concern or complaint
    - the procedure for dealing with breaches to the policy

17. The following policy and procedure is also directly linked and forms part of this policy and procedure:

18. Disability Support policy and procedure.

Equality and Diversity policy statement

19. The school believes in equality of opportunity throughout employment (including pay, training & development, recruitment and retention) and commits to developing policies, practices and procedures that promote equality and diversity and anti-discriminatory practices.

20. Employees of the school should understand and accept that there is a diverse workforce and that everyone has the right to be treated with dignity and respect and afforded equality of access to opportunities that are available within the working environment. By valuing diversity this means the school recognise and embrace that everyone has unique identities which will help to ensure that the school / academy can provide the best services possible. These can include, but are not limited to race, gender, disability, age, sexual orientation, religion or belief, pregnancy and maternity, marriage or civil partnership or gender reassignment.

21. No employee will receive less favourable treatment or be disadvantaged by policies, procedures, conditions or requirements which cannot be shown to be justifiable. Recruitment processes will ensure that individuals are short listed, selected and promoted solely on the basis of their relevant merits and abilities.
    - The school justification of positive action includes offering an interview to disabled people who meet the minimum criteria for the job and consider them on their abilities.

Equalities and key school / academy policies and procedures

22. Details of equalities issues in relation to key school policies and procedures are set out below and specific details are also included in the relevant policies and procedures and associated guidance and toolkits which accompany these documents.

Recruitment (including promotion)

23. The school's recruitment policy and procedure together provides the headteacher, governors and any other employees undertaking recruitment with a fair and equitable process for recruiting to vacancies at the school. The school will follow the policy and procedure to ensure that appointments are based on:
    - candidates' ability to do the job (based on skills, experience and knowledge)
    - equality of opportunity
    - current legislation

24. For those who apply for a post with the school as a prospective or existing employee, the recruitment policy and procedure contain the following measures to assist with equality:
    - If they are a disabled candidate and have declared this on the application form, the school will offer you an interview if you meet the minimum criteria for the job in the person specification;
    - Reasonable adjustments to ensure that barriers can be removed for candidates with protected characteristics who might otherwise be placed at a substantial disadvantage. This could be at any stage from application to attending the interview or considering adjustments for the post itself;
    - Positive action – may be used on an individual case by case basis to address under represented or disadvantaged groups.

25. In line with the Equality Act 2010 the school / academy should not ask applicants questions about their health before they are made an offer as the preferred candidate

26. The school will ask a preferred candidate to complete a pre-employment health questionnaire once they have been offered work on a conditional or unconditional offer. The school should not unfairly discriminate against on the basis of the information provided in the health assessment and the Headteacher is responsible for making reasonable adjustments where appropriate.

27. For further specific information see the "guide to recruitment - Equality Act 2010 update".

Induction

28. New starters at the school will be directed to a copy of this equality and diversity policy and procedure.

Terms and Conditions of work

29. All employees at the school have a range of terms and conditions which should be applied fairly and equitably to you. These are set out in their statement of particulars and include pay, grade, hours of work, holiday entitlement other leave, sickness entitlement, notice periods, allowances etc.

Training and development

30. Access to training and development will be related to the needs of the job, the available resources and by an assessment of the employee's needs. The headteacher will identify

employee training needs in consultation with the employee An employee is also able to make requests for training either through supervision, appraisal or informally.

31. Where appropriate, if the employee has a disability or another protected characteristic the Headteacher will consider reasonable training and development adjustments in relation to access and support to training. Training may be provided as a suitable adjustment in itself. Further advice on reasonable adjustments may be sought via the school HR advisory team.

32. Where an employee has declared that they have a disability at any time during their employment the Headteacher (or relevant school manager) should ensure that there is a mechanism in place to discuss, at any time, but at least once a year (with periodic reviews), what can be done to make sure that employees develop and use their abilities. This includes addressing any barriers to training and development and progression where reasonable and possible. This discussion can take place as part of employee's annual performance appraisal.

33. Positive action may be considered in relation to training on a case by case basis to address disadvantage or under-representation or to meet the particular needs of those who share a protected characteristic. See "guide to recruitment - Equality Act 2010 update".

Key school / academy policies and procedures

34. Written policies and procedures exist to ensure that that there is a fair and equitable process for managing all key HR issues such as disciplinary, grievance, work performance, absences and circumstances which involve an employee leaving the school.

35. Key school employment policies and procedures which have been adopted and are the model ones recommended by Wiltshire Council have also been equality impact assessed which includes an assessment of the outcome and impact to reduce the potential for discrimination and highlight good practice.

36. The Headteacher should ensure that where they (or their delegated colleague or governor) are taking action via a formal procedure that:
    - they are accompanied by a Education HR case adviser or another senior manager at any formal meetings where formal action may/may not be taken.
    - The employee is given the opportunity to be accompanied by a trade union representative or work colleague at any formal meetings (as appropriate to the policy).
    - they give consideration to the potential impact of protected characteristics in relation to operation of the policy and on final decisions, including making reasonable adjustments.

37. In relation to the sickness absence management policy and procedure for an employee who has a disability the Headteacher will need to take this in to account in terms of assessing the impact of the disability on overall absence levels and whether a reasonable adjustment would help with attendance. Advice from the Education HR advisory team should also be sought in these circumstances.

38. Disability provisions are also available under the absence management policy and procedure in relation to time off to attend appointments relating to the employee's disability.

Policies which provide flexibility

The school is committed to supporting flexible working arrangements and will give due consideration to requests for flexibility or workplace access on a case-by-case basis, taking into account both the needs of the employee and the operational requirements of the school.

39. For applications for flexibility the headteacher will take in to account circumstances where an employee makes an application in connection with someone associated with the employee, who has a protected characteristic e.g. requesting reduced hours to care for a disabled parent or partner.

Equal pay

40. The Equality Act 2010 states that men and women doing equal work, rated as equivalent or work of equal value are entitled to equal pay (unless there is a material factor which is not gender related that means that they should be paid differently). Employers may wish to carry out a pay audit to ensure that men and women are getting equal pay.

41. The government requires all schools/academies with over 250 employees to carry out gender pay gap analysis and publish their gender pay gap information annually.

Workforce monitoring

42. The Equality Act sets out the general public sector and specific duties in relation to data collection and monitoring information.

43. All schools and academies are expected to: -
- collect and use enough workforce data and monitoring information to effectively meet the general equality duty.
- publish some information about the impact of their employment functions on people with the different protected characteristics in order to demonstrate compliance with the general equality duty.

44. Diversity monitoring is not just the collection of statistical information, but an annual process of analysis and evaluation which informs policy developments and process changes. The monitoring and evaluation cycle should:
- Highlight possible inequalities
- Investigate their causes
- Remove, mitigate or justify any discrimination or disadvantage
- Develop appropriate positive action initiatives
- Evaluate the effectiveness of any changes

45. The headteacher will update the governors on workforce equality and diversity information.This provides the opportunity for consideration of information in the context of the school's workforce planning and potential positive action in appropriate areas.

46. For those schools **with 150 or more employees the information on workforce monitoring must be published on their website.** Schools must do this annually by the 6 April each year. See guidance to "The Equality Act 2010 – Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies". This document can be found at at

https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools

47. Further advice is provided in the "Guide for schools / academies on employee related workforce monitoring documentation to publish in accordance with the Equality Act 2010" that can be found on the 'Right choice' website.

Setting and publishing Equality Objectives

48. All schools must prepare and publish one or more equality objectives that it thinks it needs to achieve to further any of the aims of the general equality duty in relation to related information. Once done it should be reviewed and updated at least every four years after that date.

49. The objectives must be specific and measurable.

50. The equality objectives that a school publish as part of the requirement as detailed in the specific duties of the Equality Act will be clearly defined and measurable commitments. It makes sense if the objectives address key equality issues identified by the school and are contained in the school's published equality information. By publishing the objectives, the school is making public its priorities for equality.

51. The objectives will be agreed with the governing body and it would be good practice to include them in the school development plan.

52. Further advice is provided in the "Guide for schools / academies on employee related workforce monitoring documentation to publish in accordance with the Equality Act 2010" that can be found on the school / academy HR online site

Action Plan 2025-2029

Priority (i.e. what you are hoping to achieve)	Action Required (including necessary resources)	Success Criteria	Timescale (i.e. when the outcome will be achieved)	Responsible Person (s)
'School Action Team' to meet involving different stakeholders from the school community to consult on matters relating to disability equality.	The Headteacher, other members of SLT and the Chair of Governors will meet three times per year in school as an Action Group. The group will be consulted on relevant policies and practices, discuss key issues, prioritise actions, and review the impact of any changes implemented.	Policies and practices promote equality of opportunity for disabled people. Consultation of group reflects that levels of understanding about different disabilities are high and attitudes to disabled people are positive.	3 x a year each year.	Headteacher (Mrs S Lowe)

Acceptable/unacceptable behaviour at work

53. The school expects all employees to be familiar with and comply with the responsibilities and behaviours for employees identified under:
    - This equality and diversity policy and procedure (and directly linked procedures)
    - The dignity at work policy and procedure
    - The school's / academy's code of conduct

54. Unacceptable behaviour towards anyone including those with a protected characteristic includes some of the following examples:
    (this list is not exhaustive)

    - using offensive language
    - offensive jokes or inappropriate language
    - creating or contributing to a hostile working environment
    - bullying and harassment in any form
    - excluding or isolating a colleague(s)
    - inappropriate use of internet or electronic communication including social networking.
    - discrimination against a member of staff or the public on any grounds of sex, race, disability, age, religion or belief, sexual orientation, pregnancy and maternity; gender reassignment or marriage or civil partnership
    - behaviour or body language which demonstrates prejudice or ignorance

55. Unacceptable behaviour extends to all the types of discrimination outlined in this policy including:
    - discrimination by association where someone is associated with someone with a protected characteristic (e.g. a child, parent or partner)
    - discrimination by perception where someone is perceived to have a protected characteristic but does not actually possess it.
    - Harassment is also extended to protect those who witness harassment of others and find it offensive.
    - Victimisation as set out below.

56. Further information on the Public Sector Equality Duty is available on the Equality and Human Rights Commission website.

Breaches to this policy

57. All school prospective employees and actual employees are entitled to both be treated with dignity and respect and are expected to treat others with dignity and respect at all times (including outside of working hours in cases of misconduct - see code of conduct policy and procedure)

58. If an employee feels that they have been discriminated against or treated unfairly they should raise this under the dignity at work policy with the headteacher or the chair of governors if the matter concerns the headteacher. Redress over inappropriate behaviour or language can be sought through this policy which could include mediation. In relation to more serious

contraventions the policy includes provisions for the matter to be treated in line with the disciplinary policy and procedure.

59. Prospective employees should raise concerns either with the headteacher / principal or the person responsible for recruitment to the post for which they have applied for.

60. Where a prospective employee or actual employee, feel that they have been the subject of harassment by a third party (i.e. someone who is not directly employed by the school e.g. a member of the public, this should be reported to the headteacher/ principal who will take reasonably practicable steps to deal with the matter.

Types of discrimination and what do they mean

61. The Equality Act has harmonised and strengthened discrimination legislation, the main aspects are defined below, but for further detail and clarification is available from the Equality and Human Rights Commission.

62. Direct discrimination - Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic they have or are thought to have or because they associate with someone who has a protected characteristic.

63. Example: If an employer recruits a man rather than a woman because s/he assumes that women do not have the strength to do the job, this would be direct sex discrimination.

64. Indirect discrimination - Indirect discrimination can occur when you have a provision, criterion or practice in your organisation that applies to everyone but particularly disadvantages people who share a protected characteristic and you cannot objectively justify that practice. To justify imposing an apparently neutral policy that disadvantages those with a shared protected characteristic, it must be shown that applying the policy across the board is a proportionate means of achieving a legitimate aim.

65. Example: A manager holds all of his team meetings from 2.00 – 4.00 pm making it very difficult for many part time staff to attend. The majority of part time staff are women and therefore this practice is likely to be indirect sex discrimination as it is unlikely to be objectively justifiable. The manager may have a legitimate aim of holding team meetings at a time when most staff can attend but there are likely to be other ways of achieving that aim in a way that does not disproportionately disadvantage working mothers.

66. Discrimination by association - This is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

67. Example: An employer refuses to appoint an employee because she is married to a Muslim, this would be direct religious or belief-related discrimination because of her association with her husband

68. Perception discrimination - This is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

69. Example: Where an employer fails to shortlist an applicant on the basis that because of an Irish sounding name they must be Irish, even when they are not actually Irish.

70. Harassment - Harassment is "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual". Employees will now be able to complain of behaviour that they find offensive even if it is not directed at them, and the complainant need not possess the relevant characteristic themselves. Employees are also protected from harassment because of perception and association.

71. Third party harassment was repealed under the Equality Act but a school / academy may still be potentially liable for harassment of their employees by people (third parties) who are not employees of the school, such as customers or clients. The school should take action where they are aware that harassment has taken place, and take reasonable steps to prevent it from happening again.

72. Example: An employee is subject to homophobic banter and name calling on the basis that he went to a public school. Even though his colleagues are aware that he is not gay, and he is aware that they know he is not gay this constitutes sexual orientation harassment and is unlawful under the Equality Act.

73. Victimisation - Victimisation occurs when an employee is treated badly because they have made or supported a complaint or raised a grievance under the Equality Act; or because they are suspected of doing so. An employee is not protected from victimisation if they have maliciously made or supported an untrue complaint.

74. Example: A non disabled employee gives evidence on behalf of a disabled colleague at a disciplinary hearing against a manager and is subsequently relocated to a different team with no promotion prospect and less responsibility because of their action at the hearing. This would constitute victimisation under the act which is unlawful.

Roles and Responsibilities

Headteacher responsibilities

75. To ensure that all managers at the school follow and apply the requirements of the Equality Act by:

76. To ensure that all employees are managed fairly and consistently in line with the principles outlined within this policy and specifically:

77. To ensure that recruitment and selection is carried out in accordance with the current policy and guidance and to ensure that prospective employees are also treated fairly and consistently in line with the principles outlined within this policy.

78. To ensure that employees receive an appropriate and fully accessible induction including information about policies, practices and procedures when they start a new post and that they continue to be informed and updated about changes to these.

79. To apply all other employment related policies and procedures and terms and conditions of employment fairly and consistently.

80. To ensure that supervision, appraisal and learning development plans for employees take full account of the school's commitment to equality and diversity as set out in this policy and procedure.

81. To ensure that equality and diversity is fully integrated into any training and development that is commissioned and delivered for employees.

82. Where an employee declares that they have a disability, to ensure that there is a mechanism in place to discuss, at any time, but at least once a year, with a disabled employee what can be done to make sure that they can develop and use their abilities. This includes addressing any barriers to training and development and progression where reasonable and possible.This can be through the appraisal process or at a separate meeting.

83. When an employee declares their disability to ensure that reasonable adjustments are implemented to remove barriers for disabled staff (and employees with protected characteristics) which potentially put employees at a disadvantage to ensure that they can perform effectively and have equal access to progression in the school.

84. To make every effort when employees become disabled to enable them to stay in employment including redeployment where appropriate.

85. To give careful consideration to requests for flexible working arrangements including parental leave which enables staff to combine work and other responsibilities and to seek to agree these unless there are operational, financial or other legitimate reasons for not doing so under the relevant policy and procedures.

86. To challenge discrimination and unfair treatment in the workplace and ensure that it is dealt with appropriately and where necessary under the dignity at work/disciplinary policy and procedure.

87. To ensure that contractors, sub-contractors, consultants, agency workers, volunteers, governors and seconded employees from other organisations are also managed fairly and consistently in line with the principles outlined within this policy and are made aware of the equality and diversity policy and procedure and how they must and must not behave at the school / academy while they are working for you.

88. To provide support to any employee who is the subject of unlawful or unacceptable discrimination in the course of his/her employment.

89. To take appropriate action in relation to complaints and concerns raised by employees and prospective employees about third party harassment.

90. To be mindful and take action to avoid all forms of discrimination as set out in this policy and procedure and to ensure that equal rights and opportunities are provided to all.

91. In relation to workforce monitoring, collect and use enough workforce data and monitoring information to effectively meet the general equality duty. Which includes publishing the workforce monitoring information where they have over 150 employees.

92. To publish one or more objectives that it thinks it needs to achieve to further any of the aims of the general equality duty. Once done it should be reviewed and updated at least every four years after that date.

93. Where objective(s) are set that these are consulted upon with the workforce and governors with final agreement by the governing body

Employee Responsibilities

94. To treat colleagues, governors, pupils, volunteers, visitors, and members of the public with dignity and respect, in accordance with the principles set out in this policy and procedure, the dignity at work policy, and the code of conduct policy and specifically:

- to embrace a culture which provides supportive and positive working relationships and behaviour which underpins the school's vision, values and belief.
- to be mindful of and take action to avoid becoming involved in any form of discrimination as set out in this policy and procedure.
- not to aid or collude in circumstances where colleagues, governors, pupils, volunteers, visitors and members of the public are treated in a manner which contravenes the policy and to report any such instances.
- to make colleagues aware if their conduct or behaviour is inappropriate and to report this to the headteacher / principal.
- provide support to someone who is subject to such conduct or behaviour
- to promote good community and workplace relations to foster and encourage an atmosphere of tolerance and support so that there is no place for behaviours which would negatively impact upon the community or school.

Frequently asked questions

95. **There is regular 'work banter' which often includes mild swearing and derogatory language which I find offensive even though it is not directed at me, can anything be done about this?**
Yes, language or behaviour which one person finds acceptable may not be acceptable to another and if you are finding language or behaviour offensive you should raise this with your line manager. The relevant colleagues will be informed that the language used is unacceptable to work colleagues and therefore it should not be used. If the informal approach does not succeed formal action can be taken in accordance with the disciplinary policy and procedure. Additional support maybe required at the informal stage to raise awareness in the form of training or coaching in appropriate cases.

96. **What is expected from me in helping to provide a positive working environment and culture?**
Employees are expected to comply with the requirements of the dignity at work policy and procedure, and code of conduct policy and procedure to co-operate and support managers in addressing and taking appropriate action to improve areas of concern.

97. If I witness offensive behaviour or language against another employee but this employee does not report it, am I expected to do anything?
Yes, employees should speak to the person who has been the target of the abuse and advise them to report it to their line manager under the dignity at work policy. If they don't want to take the matter any further employees should report the incident to the headteacher / principal for them to follow up on.
Alternatively, if an employee is personally offended by the incident they have witnessed and it relates to a protected characteristic, they are able to raise the matter under the dignity at work policy and procedure themselves, even though they do not possess the characteristic themself.

98. Do I have to disclose my disability status?No, there is no legal requirement upon employees to disclose any protected characteristic but it does assist the school in understanding its workforce. By having this information the school can monitor the effectiveness of policies, procedures and identify where further support or positive action needs to be addressed. Employees will not be at any disadvantage for disclosing this information and in fact there are further rights and support available for disabled staff and any staff who have other protected characteristics.

Relevant legislation

99. The Equality Act 2010.

100. The school will also have due regard to the relevant codes of employment practice issued by the Equality and Human Rights Commission.

101. Human Rights Act 1998

Advice and guidance

102. If an employee requires help in understanding this policy they should contact the headteacher or trade union representative if they are a member.

103. If, due to the nature of the query, it is not appropriate to contact the headteacher employees should contact the chair of governors.

104. The Headteacher / Chair of Governors should contact their Education HR advisor for support and guidance regarding this policy.

For further advice

105. There are a number of related policies and procedures that you should be aware of including:

- Disability support in the workplace policy and procedure
- Dignity at work policy and procedure
- Recruitment policy and procedure
- Code of Conduct
- Whistleblowing policy and procedure
- Grievance policy and procedure
- Sickness absence management policy and procedure

- Disciplinary policy and procedure
- Capability policy and procedure
- Transgender guidance - transisitioning at work

Related Publications

106. The Equality Act 2010 – Departmental advice for school leaders, school staff and governing bodies in maintained schools and academies. (This document can be found at https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools.

107. ACAS guide The Equality Act – What's new for employers?

108. The essential guide to the public sector equality duty, published by the Equality and Human Rights Commission https://www.equalityhumanrights.com/sites/default/files/psed_essential_guide_-_guidance_for_english_public_bodies.pdf

This policy will be reviewed every year to ensure that it continues to meet the general principle.

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